

RUBRIC: STORYTELLING PRODUCT

From Digital Online Judging to State Championship (Part 1 of 2)
Individual Student Event, 2 Titles Allowed Per School To Apply

Students who love to write are best fitted for this category. Do they have a story to write? The piece can be electronically created, as long as it can be accessed and viewed online. At State a finalist piece needs to be printed for judges to view.

What the STLP Coordinator/Coach/Teacher should do:

- Share the rubric with students who write
- Determine which students should apply for this category
- Assist students with questions, make suggestions on quality of work (e.g., model use of the rubric, coach students on polishing piece using the rubric, assist students in eliminating stereotypes, prejudices and biases, to understand audience and appropriate language)
- Check Copyright

What the student should do:

- Review the rubric
- Create an original story, you may include your own original digital art or photos
- If you commission another student to illustrate your story or to create the original photos, give them credit in the story
- You may not use anyone else's images from the Internet or other images

At State: Stories need to be shared with the judges and others. Author, artist and story reader may all attend the judging.

Students may (1) read their own story aloud or (2) commission another student to read the story.

TITLE OF PIECE: _____

ARTIST: _____

STORYTELLER: _____

AT STATE PRESENTED ON STAGE: First Second

STLP RUBRIC: STORYTELLING PRODUCT

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COPYRIGHT ○ Copyright issues ○ Not appropriate			○ No issues with copyright; ○ School appropriate	Score
0			10	
PURPOSE & AUDIENCE ○ Purpose is unclear. ○ Intended audience is unclear.	○ Purpose can be determined by the reader, but there are some lapses. ○ Intended audience may seem to switch	○ Purpose for writing is clear. ○ Intended audience is clear to the reader. ○ Voice and/or tone may not seem appropriate for the intended audience.	○ Purpose for writing is clear and focused. ○ Engaging beginning, engaging throughout, intended audience is "hooked" into reading more of the story. ○ Word choice is appropriate for age, intended audience and enhances the writing. Word choice conveys voice of author.	Score
1 2 3	4 5 6	7 8	9 10	
TECHNOLOGY USE ○ No citations. ○ Little use of technology	○ Citations are vague. ○ AND/OR Technology use does not support the writer's purpose. ○ AND/OR Images or diagrams are irrelevant to writer's purpose.	○ Over use of technology or images may distract reader focus away from the writer's purpose. ○ Resources are cited appropriately. ○ Technology format may not be best choice for purpose.	○ Piece can be viewed online ○ Technology is used effectively to create and enhance the product. ○ Images/diagrams are relevant and add to the purpose of the product. ○ Images are visually appealing. ○ Sources of images are appropriately cited where necessary.	Score
1 2 3	4 5 6	7 8	9 10	
INNOVATION and/or CREATIVITY ○ Student creates a plot/storyline but does not provide a solution/outcome	○ Student creates a plot/storyline but offers little or no innovation or creativity in its solution/ outcome.	○ Student creates a plot/storyline and some creativity in its solution/outcome.	○ The story provides a cohesive plot/storyline. ○ Solution/outcome is creative and/or innovative.	Score
1 2 3	4 5 6	7 8	9 10	
IDEAS & ORGANIZATION	○ Insufficient details; lacks important information for reader understanding	○ Some lapses in focus or confusing details	○ Ideas are developed through logical, relevant details. ○ Writing is well organized and easy for the reader to follow.	Score
	1	2 3	4 5	
VOCABULARY	○ Little or no technical vocabulary. ○ Word choice interferes with reader's understanding.	○ Some technical vocabulary is used ○ Some word choice or use of technical language is confusing to the reader.	○ Language is concise and adds to the product. ○ Technical language is used appropriately and explained when necessary to promote reader understanding.	Score
	1	2 3	4 5	
LANGUAGE MECHANICS	Errors interfere with understanding of writer's purpose.	○ Some errors that do NOT interfere with understanding.	○ Writing demonstrates control of spelling, punctuation, spelling, grammar and usage.	Score
	1	2 3	4 5	
			TOTAL SCORE of 55	